DOCUMENT RESUME

ED 298 266 CE 050 763

AUTHOR Davis, Richard S.
TITLE The 10-Week Plan: An Empowerment Exercise. Techniques.
PUB DATE Sep 88
NOTE 3p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Journal Articles (080)
JOURNAL CIT Lifelong Learning; v12 n1 p28-29 Sep 1988

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Education; Adult Students; College Students; *Disadvantaged; *Planning; *Self Actualization; *Self Concept
IDENTIFIERS *Empowerment; *Goal Setting

ABSTRACT

A 10-week plan was developed to help disadvantaged adults and college students realize that they can affect their environments if they learn the techniques of setting short-term goals to obtain long-term goals. According to the plan, the student selects a goal (not necessarily an educational goal) that can be reasonably accomplished in 10 weeks. The student develops a succinct goal statement detailing the exact outcomes expected. The next step is to develop a plan. This involves formulating 10 weekly objectives that will result in attainment of the goal. A three-column chart (with the headings "week," "task," and "completion") is constructed to monitor progress toward achieving the goal. Because the point of the planning exercise is to demonstrate to students that they can indeed manage their lives, efforts should be made to reduce the risk of failure by keeping students' goals and plans simple and by selecting goals that are enjoyable to accomplish. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
American Assn for Adult & Continuing Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED298266

CE 050 763

TECHNíQUES

The 10-week plan: An empowerment exercise

By Richard S. Davis

Having taught disadvantaged adults and college students the past several years, I have learned that most do not believe they can affect their environments. What happens in life is largely due to luck, usually bad luck. The relationship of intelligent planning and work to good fortune is not recognized. Students do not understand the process of setting short-term goals to obtain long-range objectives.

The 10-Week Plan is an easy way to introduce students to the art of intelligent living. Here is how it works.

Choosing a Goal

The student selects a goal that can reasonably be accomplished in 10 weeks. Ideally, this should be something the student truly would like to accomplish *and* something completely within his/her reach. It is much better that the goal be too easily achieved than it be too difficult to achieve at all. After all, the purpose of this exercise is to prove that goals **can** be accomplished. Reading a book, memorizing vocabulary words, or preparing for standardized tests (such as the GED, SAT or GRE) are examples of possible goals. The 10 week goal does not have to be educational, for that matter. The objective may be to run five miles, lose five pounds, or give 20 hours to community service.

The Goal Statement

A succinct goal statement is composed which details exactly what outcome(s) the student expects to achieve. This statement might be one of the following: Read *The Autobiography of Malcolm X*; learn 200 new vocabulary words; or, complete the "math" exercises in the GED book. The goal statement should be simple and to the point, so no questions will arise later regarding what must be accomplished.

The Plan

Next, the student develops a plan for accomplishing his/her 10-week goal. This involves formulating 10 weekly objectives or tasks which, when completed, will result in the accomplishment of the overall goal. If the student's goal is to read the 690 page book *Roots*, for instance, each week's task will be as simple as reading 69 pages. If the student's goal is to study for the GED exam or learn photography through self-directed study, obviously the planning will be somewhat more complex. Initial 10-Week Plans should probably be on the simplistic side. The point is to build confidence and encourage healthy discipline, not create an awesome or confusing challenge.

Task Completion Chart

A 3-column chart can easily be constructed which will ensure that the student achieves his/her 10-week goal.

Across the top of a sheet of paper, write the headings **Week, Task,** and **Completed.** In the "Week" column, list the numbers 1-10 down the page. In the "Task" column write each week's task to be completed. The "Completed" column will provide space for the student to mark off completion of the weekly tasks.

This chart is failsafe: it should keep the student on task. By determining exactly what must be accomplished each week and then marking off completion of these tasks, much of the risk of failure is eliminated. The student knows from Day One exactly where he/she is on the chart and how much work remains to be done.

Conclusion

The idea of the 10-Week Plan, then, is to accomplish weekly goals which will result in achieving the final objective. If the plan is constructed sensibly, it will be easy to be put into effect and enjoyable to accomplish.

The lesson of the 10-Week Plan is this: If you can put it on paper, you can do it. Through this exercise the student learns the relationship between planning, discipline, work, and accomplishment. This is a lesson worth learning and one that is seldom taught in U.S. school systems. **AAACE**

SAMPLE 10-WEEK PLAN

Goal: Prepare for the Writing Skills portion of the GED exam.

Goal Statement: Complete all of the exercises in the Writing Skills section of the GED book and take the Writing posttest.

Week	Task	Completed
1	Read pgs. 68-80 and complete all exercises	_____
2	Read pgs. 81-90 and complete all exercises	_____
3	Read pgs. 91-100 and complete all exercises	_____
4	Read pgs. 101-110 and complete all exercises	_____
5	Read pgs. 111-120 and complete all exercises	_____
6	Read pgs. 121-130 and complete all exercises	_____
7	Read pgs. 131-140 and complete all exercises	_____
8	Read pgs. 141-150 and complete all exercises	_____
9	Review for test	_____
10	Take posttest	_____

Richard Davis is Continuing Education Specialist at Delaware State College, Center for Continuing Education.